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ABSTRACT

This curriculum guide intended for use in the National Technical Teachers College, Lagos-Yaba, Nigeria, begins with a brief section on the general content and rationale for social studies in African education, suggestions for implementing the curriculum, and general requirements of students. Special consideration is given to the importance of social studies to future technical teachers. Nigeria and Africa form the focus of the social studies content through an integrative use of geography, history, economics, and civics. Syllabi, objectives, and methods are outlined for both a one-year, and a three-year program. SO 000 745 and SO 000 746 are related documents. (JLB)

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NATIONAL TECHNICAL TEACHERS COLLEGE

LAGOS - YABA

NCE(T)SS/GR

SOCIAL STUDIES

THE SYLLABUS AND INTRODUCTORY LECTURE SESSION 1970/71

SP 000 744

Social Studies

What are Social Studies?

The Social Studies course consists of selected parts of geography, history, economics, and civics concerning mainly Nigeria and Africa. Experience has shown that such an integrative course can offer a fair outline about the Nigerian society, its history and traditions, its physical surrounding, its economic growth and development, about the civil responsibility of its citizens.

We shall often use the words Nigerian Society and Community. Under Nigeria society we understand all the citizens of Nigeria living in organized bodies like the families, villages, towns, states with their governments, their administration, the Federal Ministries up to the Head of State. Under the word Community we understand a closely knit group of people with common interests, traditions and aspirations.

Societies and communities are living bodies, they grow and develop in a certain physical surrounding, the undergo changes, develop new qualities, skills and ideas. We shall deal with a growing and developing Nigerian society which conserves the best traditions of the past and develops its natual resources, builds new industries, plays an increasingly important role in the world.

Why Social Studies?

Social Studies are being pursued at the University of Ibadan, at Ahmadu Bello University, Zaria, they are being introduced in the curricula of secondary schools in various parts of Nigeria, as well as in the curricula of elementary schools, colleges etc. There are general considerations and special reasons for doing it.

The general considerations are the following:

1. To bring about more unity in the society through better understanding among all ethnic and socio-economic groups all over the country.
2. To prepare for well-informed, worthy and responsible citizentry..
3. To develop respect for and to uphold the democratic institutions of the country, consciousness of national unity and progress.
4. To lead to a better understanding of the young in Nigeria, their socio-cultural background and talents.
5. Develop in the young generation a scientific and technological awareness for the advancement of its skills and talents, an appreciation of its own environment, of the world outside, its past, present and future.

The special considerations for the introduction of Social Studies in our curricula are moreover the following:

1. The course should help future technical teachers to integrate technical education with the needs of the local community where the teacher lives and with the needs of the country.
2. To make the teacher understand the various skills and talents which the child brings to school from the local community, to help enrich and develop them.

3. To make of technical training an instrument of community development in a way which is best suited, taking into consideration the physical surrounding, the natural resources, the culture and talents of the society.

4. To co-operate closely with parents of students and with adults to make them interested in both technical education and training of their children and in the development of their community.

5. To make of the school an important centre of cultural advancement, technical training and communal life.

How to Implement the Curriculum?

The idea of Social Studies has been sometimes linked up with the idea of a "workshop" where students work on a project, where they develop their talents of observation, describing, registering, critical thinking. There are many ways how to make of the students active participants in the teaching-learning process, how to make them involved in both the study and the application of new knowledge and skill.

The students are lead to critical observation of various aspects of communal life, an observation which goes deeper and acquires the character of simple research, and case study.

The students are to make practical use of their skills and knowledge or think how new knowledge and skills can be applied in daily life.

The students are lead to individual and group study, to proper learning habits in taking notes, writing papers, reporting, discussing problems and coming to conclusions.

The students are led to follow the daily press and develop a sense for critical reading.

Excursions to the Museum, cultural institutions, meeting with people active in public life form part of the curriculum.

The students have to show results of their endeavour in submitting papers about topics like: technical elements in traditional culture of a certain locality, technical elements in pre-school education in a certain region, tradition and technical training - harmony and conflict between them, the history of local crafts and techniques etc.

The students are led through practical work, group endeavour and traditional ways of lecturing to understand and make use of the aims of Social Studies in the Nigerian context.

Instructions for students

Each student has to have a record (notebook) which shows the progress of his work: it contains his work done during classes, his assignments, the progress of his study. After each series of lectures on a certain topic, a handout will be distributed. The notes the students take support this handout. As the classes are very large the students'records will help to follow the students' progress in the course.

Students are also encouraged to make a certain amount of reading, partly of books on Social Studies, partly of newspapers and collect in a file interesting articles. The students will be given titles of books which may be of use in their studies, or of magazines and periodicals.

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Students are open to ask questions concerning various aspects of Social Studies in the form of individual approach to the lecturer in the staff-room or during the classes handing over their questions on a piece of paper, they can ask them during lectures if they are closely related to the topic. They will also be given help and assistance in their work whenever necessary.

NATIONAL TECHNICAL TEACHERS COLLEGE, LAGOS - YABA

ONE-YEAR COURSES

Social Studies Syllabus

1. The subject of Social Studies, the objectives and methods.
2. Social structure and social change in general and in the Nigerian context. Recent changes in social life and the driving forces behind these changes.
3. The role of the family in the Nigerian society, its influence on shaping the young generation. Differences of family attitudes, values and expectations and their influence on the students behaviour.
4. Traditional ways in the rural societies and their impacts on the child's personality and attitudes towards education and school.
5. The impacts of urbanization on the child's attitude towards education and school.
6. Social development in Nigeria and educational planning and policies. Education and economic progress.
7. Education to citizenship: the problem of national unity, respect for law and order as tools of progress.
8. Basic economics: traditional economies and recent changes. Economic habits of individuals and groups. Planning and co-operation.
9. The importance of technical training and education in the Nigerian society, its possibilities and perspectives. Technical elements in out-of-school education, their integration with school experience.
10. The student in- and outside school. Coordination of educational impacts. Parents and Teachers Association and their work. Attitudes towards education in different socio-economic groupings and attitudes of children towards schools.
11. The role of the school in the Nigerian society in communal life, in mediation between tradition and progress, in spreading new skills and knowledge among both young and adults.
12. Various means of spreading and making use of technical education in schools in Nigeria and abroad. The use of aids and mass media, adult education, and participation in community life of the school and its staff.

Objectives of the course: develop an understanding for the implications of technical education in community life and development, create an awareness of the interdependence of technical education with various aspects of communal life. Ensure that the students understand their rights and duties as Nigerian citizens in a noble profession.

Methods: participant and critical observation, individual and group study, exchange of ideas, excursions, meeting people active in public life, case studies, simple investigations.

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NATIONAL TECHNICAL TEACHERS COLLEGE, LAGOS - YABA

N.C.E. (T) 1st year Three-year course

Social Studies Syllabus

Objectives: Develop an understanding of the society in which the teacher lives and works, of its social institutions and development, create an awareness and appreciation of the diversity and interdependence of the various parts of the Nigerian society fostering hereby cooperation.

ensure that the students understand and appreciate their rights, responsibilities and limitations as citizens of Nigeria,

the promotion of National Integration, the consciousness of economic development and technical progress, of self-confidence and initiative based on understanding of one's own worth a dignity, on the value of work, professional virtues and good citizenship.

Items:

1) The subject of social studies, the objectives and methods.

2) An integrative outline of physical science and technology, of social science, culture, morals and religion. Inter-dependence and change.

3) Social structure and social change in general and in the Nigeria context. Traditional institutions, recent changes and the driving forces behind these changes.

4) The family in Nigeria, various forms of family institutions, the role of the family in shaping the personality of each individual, the role of the family in the Nigerian Society, recent changes and developments, family planning in Nigeria.

5) Industrial and work-teams: group cohesion, motivation, working morale, discipline, leadership, conflicts and their settlement, the workplace, safety of work, industrial diseases, adult education.

6) Rural institutions in Nigeria, traditional forms of life and of agriculture, customs, beliefs, habits, different forms of culture in rural areas, recent changes and developments. Traditional arts and crafts and new industries.

7) The traditional townships in Nigeria, their functions and roles. The problems of urbanization and the rise of modern towns. The role of towns in contemporary Nigeria and various aspects of life in towns.

8) A short history of Nigeria and its road towards independence. The country's natural resources and its perspectives. The constitution, the role of the state and its institutions.

9) Main contemporary changes on the African continent. The rise of independent and sovereign states, the problem of unity in these countries, their economic development, technological advancement and culture.

10) Individual work of students, recording of observations, study, development of ideas in groups and individually.

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N.C.E. (T) 2nd year Three-year course

Social Studies Syllabus

1) The cultural heritage of Nigeria and its various aspects in philosophy of life in various parts of the country; attitudes and behaviour, which are related to local tradition, physical setting and history.- The role of literature in the Nigerian society.

2) General trends in the recent development of the Nigerian Society. The problem of unity in a multi-ethnic setting, emerging socio-economic groupings, changes in expectations and aspirations. The role of education under new circumstances, new tasks of education for progress. The position of the Nigerian woman.

3) Human relationships in traditional and modern societies. Traditional values in human relationships like politeness, respect, reliability and trustworthiness and their importance. New values in human relationships like appreciation of technical skill and education, vocational skill, scientific thinking, Status acquired and status inherited, education and skill as one of the main indicators of status.

4) Social controls: law, morals and customs as instruments of social control, law and order as tools of progress. The idea of justice and crime, of basic human, legal institutions in Nigeria and legal procedures.

5) Basic economics: The main features of the Nigerian economy and its needs. Subsistence economy and market. The function of money. The individual budget, the families economy, regional economies and national economy. Economic habits. Planning, saving, investment. The implications of economic growth.

6) Public opinion, what it means and what are its agents. The mass media, their use and role. The press, the radio, the television and their responsibilities. Organizations, unions and societies which are important for the forming of public opinion.

7) Public health and hygiene: the idea of health and hygiene. Physical and mental hygiene and their principles. Public and private hygiene. The school and its role in improving hygienic habits. Health and superstition.

8) International cooperation and its tools. The UNO, OAU, UNESCO and other organizations for economic cooperation and development, scientific and technological cooperation, exchange of experience in education, preservation of world peace.

9) These items will be linked up with individual study, selective reading, group work and discussions, excursions, meeting with people active in public life.

N.C.E. (T) 3rd year Three-year course

Social Studies Syllabus

1) The importance of technical training and education in the Nigerian society, its possibilities and perspectives. Various forms of technical education in the school and outside of the school.

2. Technical elements in pre-school education of the Nigerian child. Technical elements in the education in the family, its encouragement and handicaps. Technical elements in education in pre-school age and their importance for further development of the child's skills and talents.

3) Socioeconomic background of students and attitudes towards education. Social mobility and education. Preference for technical education in socio-economic and ethnic groups. The change of physical surrounding and technical education.

4) The student in and outside school. Co-ordination of educational impacts and planning. Tensions and conflicts between educational impacts coming from school, home, tradition and modern educational policies. Parents' and teachers' associations.

5) The teacher in the Nigerian society, his role in the community and in the life of the nation. His work in and outside school as mediator between tradition and progress, his part in communal life and development. The special duties of the technical teacher.

6) Society and technical education in Nigeria and in other parts of the world in countries on different levels of development. The different ways how to promote technical education.

7) Recapitulation of items, a summary of topics and integration of parts of the three years course.

8) The third year greater emphasis will be paid on students' research work, study papers a practical use of the knowledge acquired.

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